

FRAYER MODEL

WHAT? The **Frayer Model** is a learning activity to develop and increase a student's vocabulary knowledge by categorizing attributes and non-attributes of a word.

WHEN? This instructional activity is used **Before** and **After** reading. Teachers introduce the concept of the **Frayer Model** in grade three in order to support the U-46 Literacy Roadmap. This instructional activity is appropriate for use for all text material. Teachers of mathematics, social studies, and science will find this a useful activity in teaching the vocabulary unique to their content.

WHY? Teachers use the **Frayer Model** for several important reasons:

- It assists students understanding of new concepts in a relational approach.
- It assists students in analyzing and thinking of attributes and non-attributes/ examples and non-examples of the concepts.
- It provides a graphic organizer for students regarding the concepts they are learning.
- This is a learning activity that supports the teaching of words on the U-46 Academic Vocabulary List.

HOW?

1. Explain the attributes of the **Frayer Model** to your students. (Definition, Characteristics, Non-Characteristics, Examples, and Non-Examples)
2. Model an example and complete the graphic organizer with your class.
3. After students complete several examples, the teacher reviews new content that students will study and selects several vocabulary words that are essential to understanding the text.
4. Assign the concepts/words being studied to the class.
5. Have the students work in pairs to complete their model graphic organizer using the assigned concepts/words.
6. When the graphic organizer is complete, the students share the information on their graphic organizers. The teacher guides the discussion. The students can develop a class graphic organizer based on the discussion.
7. The students display their individual and class graphic organizers. As the students read and study the text, they refer to the graphic organizer and add new ideas.

REFERENCES/FURTHER READING

Billmeyer, R. and Baron, M. (2002). **Teaching reading in the content areas**. Aurora, CO: McREL.